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ABSTRACT

This booklet describes the activities and services of the Community Colleges for International Development, Inc., a cooperative of nine community colleges which seeks to provide for the internationalization of the curriculum; promote the personal/professional enrichment of faculty, staff, and students; promote international educational linkages; share resources and expertise with other countries with similar educational interests and concerns; and provide mid-level manpower training and technical assistance in vocational and technical education to developing nations. Following a brief overview of the history and mission of the cooperative, the booklet outlines the services provided, including technical assistance and training programs and consultant services. Next, the activities in which the cooperative has been involved since its establishment in 1976 are highlighted. Descriptions are provided of bilateral education agreements with the Republic of Suriname and the Republic of China; educational conferences to advance international education; overseas centers; grant procurement; faculty and student exchanges; educational visits abroad; training programs; and international visitors. Finally, the booklet describes the nine member colleges, focusing on their international education efforts and innovative services and listing their vocational programs. (LAL)

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TECHNICAL ASSISTANCE IN VOCATIONAL AND TECHNICAL EDUCATION

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Community Colleges for International Development Inc.

JC 820 235

THE AMERICAN COMMUNITY AND JUNIOR COLLEGE

Since the turn of the century, no segment of American postsecondary education has had a greater impact upon its citizens as the community and junior college. Today, more than 1250 such institutions are located throughout the United States enrolling in excess of five million students annually. Sixty percent of all students pursuing postsecondary education today began this experience in the community/junior college.

Students who enter the community college may elect to follow any one of a number of alternatives. For example, some students enroll in a college parallel program (Associate in Arts Degree) thus enabling them to complete the first two years of a Baccalaureate Degree at the community college before entry into a university. Other students are interested in earning an Associate in Science Degree which will enable them to develop certain skills which they can use to secure gainful employment upon successful completion of two years of study. Students who select this route generally enroll in occupational, vocational, and technical curricula. There is an increasing number of students who choose not to pursue a formal degree, but are interested in experiencing educational opportunities which will enable them to upgrade themselves within their current position, change jobs, or develop new skills which will allow them to ascend the career ladder. A significant number of such students are enrolled annually in continuing education and community service programs. Over the years, community colleges have enrolled a significant number of students in the areas of remedial and compensatory education. These are students who lack the skills necessary to ensure success in postsecondary education studies, either because they failed to acquire such skills or were simply not exposed to them, and now are desirous of advancing themselves both personally and professionally.

Essentially, the community and junior college tries to be many things to many people and may best be described by the word "comprehensive." The success enjoyed by community/junior colleges is largely attributable to their ability to respond to the diverse needs of the community they serve. Community/junior colleges make a strong effort to interface with other colleges and universities in order to provide students with the highest quality educational programs and services. Known as the "people colleges," community/junior colleges are an integral member of the American postsecondary education enterprise.

The American Association of Community and Junior Colleges, located in Washington, D.C., assists member colleges in realizing their full potential and is deeply committed to the establishment of educational partnerships worldwide.

THE COOPERATIVE

HISTORY AND MISSION

Interested in developing viable international linkages throughout the global community, six community colleges formed the Community Colleges for International Development, Inc. (The Cooperative as it is commonly known) in October 1976. In August 1979, the membership increased to nine and now includes: Brevard Community College; Bunker Hill Community College; Florence-Darlington Technical College; Delaware Technical and Community College; Florida Junior College at Jacksonville; Kirkwood Community College; Pasadena City College; Seattle Community College District; and, Waukesha County Technical Institute. Enrolling more than two hundred thousand students in both credit and non-credit programs, The Cooperative has as its mission: . . . to identify, develop, and expand mutually beneficial international relationships which contribute to the improvement of college programs, services, and staff.

Specifically, the aims of The Cooperative are to:

- provide for the internationalization of the curriculum;
- provide for the professional/personal enrichment of faculty, staff, and students;
- help promote world understanding and cooperation through educational linkages;
- share human resources and educational expertise with other countries having similar educational interests and concerns; and,
- provide mid-level manpower training and technical assistance in vocational and technical education to developing nations worldwide.

SERVICES PROVIDED

Cooperative colleges are interested in providing training and technical assistance through a variety of delivery systems. Interested countries may request on-site technical assistance or visit one or more of The Cooperative colleges. Long-term (generally 6 months or longer) and short-cycle training programs are conducted abroad or in the United States throughout the year. All technical assistance and training programs are designed to meet the expressed needs and goals of the requestor. Modern and well-equipped instructional facilities are available for training programs conducted on the campuses of The Cooperative colleges.

Cooperative colleges have established themselves as leaders in occupational, vocational, and technical education. Member institutions offer more than 300 different occupational, vocational, and technical programs, among them being: Air Conditioning, Refrigeration, and Heating; Automotive and Diesel Mechanics; Biomedical Equipment Repair; Building Construction and Maintenance; Civil Engineering Technology; Electrical Engineering Technology; Nursing; Radiologic Technology Radiography; and, Solar Engineering Technology. Drawing upon institutional expertise, Cooperative colleges are prepared to provide training and technical assistance in this important area of postsecondary education. In addition, consultant services are available in such areas as:

- curriculum planning, development, and evaluation;
- faculty and staff development;
- instructional design and evaluation;
- educational planning;
- management training;
- designing physical facilities; and,
- identification, procurement, and utilization of instructional equipment.

INTERNATIONAL INVOLVEMENTS

Since its establishment in 1976, Cooperative colleges have been involved in a wide variety of activities designed to promote education internationally. Vehicles by which international cooperation through education has been successfully effected include the following:

- **Bilateral Education Agreements**
  The Cooperative has consummated two major agreements to date: one with the Republic of Suriname (1979) and the other with the Republic of China (1980).

The Suriname Agreement is aimed at providing teacher training for 133 Surinamese teachers in the United States over a three-year period. Discipline fields receiving primary attention include: Agriculture; Automotive Engineering; Building Construction; Civil Engineering; Electrical Engineering; Electronic Engineering; and, Mechanical Engineering.

The Republic of China Agreement contains ten articles, each designed to improve the quality of technical education offered in Taiwan professional colleges and provide for the integration of Chinese culture into U.S. community colleges. Objectives are achieved through: the exchange of presidents, inservice training programs conducted for Chinese in the United States and in the Republic of China, the delivery of books and related educational materials to Republic of China professional colleges, and through other activities.

- **Educational Conferences**

Each year The Cooperative conducts a national conference in order to advance international education in community colleges. Conference themes to date have been:
"Postsecondary Education in the International Community" *(February 1978)*
"Internationalizing the Community College" *(January 1979)*
"The Multinational Corporation and the Community College: Cooperation for International Development" *(February 1980)*.
"Opportunities for Community Colleges in International Education" will be conducted at Walt Disney World, Florida, January 1981.

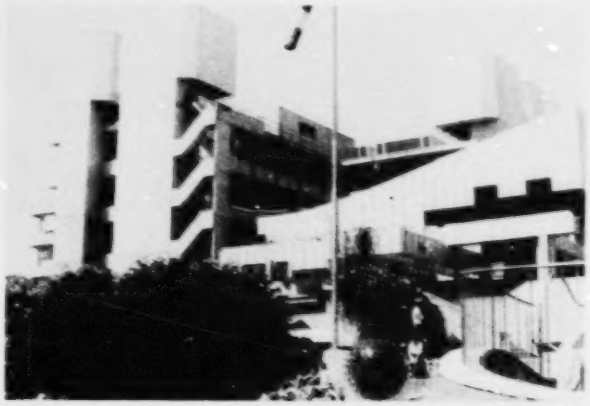
Also, on a yearly basis, Cooperative colleges hold an invitational symposium during the summer for fifty community college presidents involved/interested in international education. Symposium themes have included:
"Advancing International Education" *(July 1979)*
"New Horizons for Community Colleges: Partners in the Pacific Rim Countries" *(August 1980)*.

Perhaps most significant, The Cooperative held its first international forum in September 1979. The conference theme was "Mid-level Manpower Training in Postsecondary Education" and was attended by representatives from the Ministries of Education of the twenty-seven member states comprising The Organization of American States. A follow-up conference is scheduled for April/May 1981 and will be held at Barbados Community College in Bridgetown, Barbados.

OAS Conference

- **Overseas Centers**

Students are the reason for the existence of each member college comprising The Cooperative. Accordingly, The Cooperative seeks to offer these students an opportunity to develop a global perspective. In 1979, The Cooperative opened its first overseas center at the University of Konstanz in Konstanz, West Germany. Similar student centers are planned for Spain and Greece. Formal coursework is carefully integrated with travel and other cultural experiences to ensure meaningful learning outcomes.



University of Konstanz, West Germany

- **Grant Procurement**

The Cooperative is a private, non-profit organization and therefore depends on the receipt of external resources to help carry out its stated mission.

Cooperative colleges have received grant awards from the United States Office of Education under the NDEA Title VI (Internationalizing the Undergraduate Curriculum) and Foreign Curriculum Consultant programs. Both programs assist member institutions in internationalizing their curriculum. In addition The Cooperative has received several Group Study Abroad awards from the United States Office of Education. Under this program, faculty from Cooperative colleges have studied in Brazil (Summer 1978) and in the Republic of China (Summer 1979). Applications for this program are submitted on an annual basis. Future applications will focus on such countries as: India, South Korea, Argentina, and Nigeria.

Private sector organizations are a source of support for The Cooperative's international involvements. Funds have been received from The Organization of American States and The Tinker Foundation, Inc. Local community organizations often provide the funds necessary to carry out priority activities.

Brevard Community College Planetarium, Cocoa, Florida

- **Exchanges**
  Exchanges are viewed as an excellent vehicle to promote information sharing and thus contribute to the strengthening of curriculum offerings as well as providing faculty/staff/students with unique learning experiences.

  These exchanges have been effected between member colleges and educational institutions in Canada, England, and Taiwan. In 1980, 3,000 textbooks were sent to Republic of China professional colleges. Curriculum materials have been sent worldwide upon request.

- **Educational Visits Abroad**
  Cooperative officials are often invited to visit other countries to provide technical assistance. Countries requesting such assistance have been: Suriname, Jamaica, the Dominican Republic, Kenya, India, Argentina, Saudi Arabia, and Taiwan. These visits generally result in the establishment of long-term linkages to the benefit of all concerned. For the most part, these visits are financed by the requesting country.

- **Training Programs**
  A major activity of The Cooperative involves conducting special training programs in the United States at the request of a foreign government or United States-based organization. Formal training programs have been conducted for educators from: Argentina, Kuwait, South Korea, and Suriname. This activity falls outside the purview of a formal bilateral education agreement.

- **International Visitors**
  Each year, Cooperative colleges host visitors from all over the world who are interested in studying the community and junior college concept. For the twelve month period ending June 30, 1980, distinguished guests from Brazil, Egypt, England, The Gambia, Israel, Japan, New Zealand, People's Republic of China, Suriname, Taiwan, Venezuela, and West Germany were received by member colleges in The Cooperative. These educators provided an excellent opportunity to exchange cultural and educational information.

cooperative colleges

ABOUT THE COLLEGES

Nine community colleges comprise The Cooperative. They are:

BREVARD COMMUNITY COLLEGE
1519 CLEARLAKE ROAD
COCOA, FLORIDA 32922
DR. MAXWELL C. KING, PRESIDENT
(305) 632-1111

Established in 1960, Brevard Community College (BCC) is a public, multicampus, coeducational, two-year institution enrolling more than 30,000 students annually (9,000 FTE). Students may pursue educational studies in any of seventy-three specialized fields on any of three campuses: Cocoa, Melbourne, and Titusville. In addition to being the site of the central campus, Cocoa houses District Administration headquarters.

Offering academic, technical, vocational, and continuing education programs, and individual courses, the College serves students wishing to complete their first two years of college and transfer to a senior institution. It also serves students who wish to acquire specific training to enter their chosen occupation upon graduation, or those seeking to retain, upgrade, or develop new skills of interest. More than 70% of the College's students work and attend College simultaneously. A steadily increasing percentage of students are coming back to College to further, or broaden, their education. College officials conduct special seminars for people who are being prepared for occupational assignments overseas. For example, in 1976, a cultural awareness seminar was conducted for 25 employees of the Harris Corporation who were being assigned to Saudi Arabia.

The College's physical plant contains in excess of 700,000 assignable square feet and is valued at more than 26 million dollars. The College's operating budget for 1980-81 exceeds 15 million. In the Fall of 1977, construction of Astronaut Memorial Hall was completed. The College currently has one of the most sophisticated planetariums and observatories in the United States.

On October 2, 1980, groundbreaking for the new Lifelong Learning Center took place on the Cocoa Campus. This center will be a joint-use facility between BCC and the University of Central Florida and will be valued at 6 million dollars. Once completed, this Center will house the College's international student programs, a 250 seat community education center patterned after the main conference facility found in the United Nations and designed for simultaneous language instruction, and an experimental theatre. The latter facility is unique in this country; faculty will be able to use as many as twenty-seven 35mm slide projectors to project images on nine screens forming a 360° surface. One of the shows produced for the new theatre is entitled "The Peace Train." This program presents, through authentic images and sounds, the five major religions of the world.

Next to its students, the College considers faculty its most important resource. At present, the College employs 250 full-time, and over 400 part-time, faculty. The College operates a nationally-recognized Staff and Program Development program.

Brevard Community College is located ten miles from the Kennedy Space Center, twelve miles from the Cape Canaveral Seaport (an international port of entry), and forty-five miles from McCoy International Jetport and Walt Disney World. This is important to note in that Walt Disney World is currently constructing EPCOT, the Experimental Prototype Community of Tomorrow. To be completed by 1982, at a cost of 800 million dollars, EPCOT will be futuristic in flavor. In the initial phases, 30 nations from around the world will have their people and culture represented in the World Showcase. The Greater Orlando-Brevard area is rapidly becoming recognized as an international crossroads in the South.

Brevard Community College is considered a leader in the international education movement among community colleges throughout the United States. Each year, over 200 college students travel abroad in order to expand their view of our increasingly interdependent world. During 1980-81, over 450 foreign students representing more than forty countries studied at BCC. Many visitors travel to Cocoa, Florida in order to review the programs and services available at the College. Faculty exchanges are eagerly sought as are external resources in order to carry out international education goals and objectives. Members of the College community are often called upon to provide consultant services in critical education areas throughout the world. College leadership agree that no educational program offered at BCC is complete if it does not provide students with an opportunity to understand the world in which they live. Every effort is made to internationalize new and existing programs of study and to provide for the professional enrichment of faculty and staff.

BUNKER HILL COMMUNITY COLLEGE
RUTHERFORD AVENUE
BOSTON, MASSACHUSETTS 02129
DR. HAROLD E. SHIVELY, PRESIDENT
(617) 241-8600

Bunker Hill Community College's modern urban campus services approximately 5,500 students in the city of Boston and its surrounding communities. Since its inception in 1973, Bunker Hill's primary goal has been to meet the educational needs of its community residents by making itself easily accessible and by providing a variety of instructional modes to accommodate diverse learning styles.

In addition to Bunker Hill's open admissions program, the College has developed numerous special projects designed to promote wider access to educational opportunity. Through its Educational Outreach Program, the College provides free vocational and educational counseling to Aid for Dependent Children recipients, women returning to education, ex-offenders and others facing barriers to education. The Community Educational Service Program provides technical assistance to community organizations in the design and implementation of educational activities, and makes academic credit available to students who successfully complete such community-based training. Four satellite campuses in the College's service area enable evening students to take courses in their own communities. Through the External Studies Program, the College also offers numerous courses by mail and by open-circuit television broadcasts.

Since a significant portion of the student body requires the development of basic skills, Bunker Hill's instructional system permits the integration of skill-building into the regular programs. The system also allows a student to compete, not with a class norm, but with him/herself through a variety of instructional modes which focus upon self-paced, individualized mastery-level learning.

In addition to education in the classroom, Bunker Hill offers other learning alternatives as well as academic recognition for skills acquired prior to college. In the College's Learning Center, students learn on their own, using mediated instruction under the supervision of a trained staff member. Through Bunker Hill Community College's Contract Learning Program, students have the opportunity of pursuing special academic or career interests, while under the Alternative Learning Accreditation Program, students may receive academic credit for previously acquired competencies. Students may also gain academic credit by performing successfully on any of the over sixty different examinations offered by the Credit by Examination Program.

Bunker Hill Community College, Boston, Massachusetts

Bunker Hill has been extremely interested in developing international understanding on its campus. In addition to the projects sponsored by the Community Colleges for International Development, Inc., Bunker Hill developed special educational programs for students from Venezuela and Argentina. Under the auspices of Venezuela's Fundacion Gran Mariscal de Ayacucho, Bunker Hill provided a one year training program for Venezuelan social workers. For several years, the College has been sponsoring a two-week seminar in North American Culture for top Argentine graduate students sent on scholarship by Argentina's Fundacion Universitaria del Rio de la Plata.

DELAWARE TECHNICAL AND COMMUNITY COLLEGE
POST OFFICE BOX 897
DOVER, DELAWARE 19901
DR. JOHN R. KOTULA, PRESIDENT
(302) 736-4621

Development of community colleges is the predominant innovation in higher education in the United States. These colleges strive to meet the increasing demand for new skills to handle new and emerging technologies. Consequently, higher education has changed from a privilege for a few to an obtainable goal for many. Delaware Technical and Community College is a part of this uniquely American socio-educational invention – a blend of the traditional and the ingenious.

Now at the end of its thirteenth year, Del Tech, as the College is familiarly called, strives to keep pace with this educational revolution. It provides:

- Associate Degree programs in technologies
- Associate Degree programs in liberal arts (through a contractual arrangement with the University of Delaware)
- Diploma programs
- Continuing education programs
- Community services
- Comprehensive remediation
- Special Services for foreign students:
  - ⋆ English as a Second Language classes
  - ⋆ Assistance in matters concerning immigration and naturalization
  - ⋆ International Club and activities

Del Tech is geared to the income level and needs of students. Tuition costs are reasonable and students can live at home, thus ensuring affordable education. The College is success-oriented. Teachers and counselors cooperate in providing individualized instruction and assistance.

Although Del Tech is a four-campus, statewide college, it is governed by one Board of Trustees with one educational philosophy which is executed by one central administrative body. Within this framework each campus has a high degree of autonomy to adapt to the specific needs of its locale. This provides flexibility with dedication to a common mission; namely, to upgrade the educational level of the people and the economy of the State of Delaware.

FLORENCE-DARLINGTON TECHNICAL COLLEGE
POST OFFICE BOX 8000
FLORENCE, SOUTH CAROLINA 29501
MR. FRED C. FORE, PRESIDENT
(803) 662-8151

Florence-Darlington Technical College, located in the heart of South Carolina's most productive agricultural region, has played a major role in the transformation of a primarily agricultural economy into a balanced agricultural-industrial economy.

Since 1963, the College has concentrated on providing area residents with marketable skills through comprehensive technical and continuing education programs. It has never lost sight of its purpose: to train citizens for existing or future jobs.

Today, more than 20,000 students annually are actively involved in building their futures through more than three dozen different degree and diploma programs on the 30-acre campus.

Faced with the future growth of the Sun Belt, Florence-Darlington Technical College constantly conducts wide-ranging surveys of business, government, and industry throughout its eastern South Carolina service area to offer technological training tailored to the economic development of the region.

Since the College was created as an integral segment of a state-

wide technical education system, more than $6 billion in capital investment in new and expanding industries has been injected into South Carolina's economy, investments which meant the creation of more than 115,000 new jobs.

Florence-Darlington Technical College has undertaken an ambitious five-year, long-range plan designed to not only meet the technical training needs of its service area, but to provide leadership to other segments of the economy in an effort to provide a solid foundation on which the area can continue to grow and prosper.

One of the greatest needs already evident is the demand for trained health care professionals to provide adequate services to a rapidly growing population. With this in mind, Florence-Darlington Technical College designed a unique expansion plan which drew the attention of technical educators and legislators throughout the region. Implementation of the expansion, which will be conducted during the next five years, began immediately following funding.

Health care is only one area of leadership provided by Florence-Darlington Technical College. Business administration, developmental studies, engineering technology, general education, and industrial trades programs founded by the College have already earned their place in the history of successes enjoyed by this precedent setting institution.

During its history, the College has served in various roles including occupational training, technical training, general education assistance, foreign student training, and technology transfer. It maintains a position of flexibility which will enable it to adapt quickly to rapid changes in technology while serving in its major role as a vehicle to transport tomorrow's citizens into new dimensions of progress.

Through close coordination of its programs with the activities and needs of the community, Florence-Darlington Technical College strives to provide as great a variety of opportunities for technical education as is possible. Community service is the keynote of the institution.

FLORIDA JUNIOR COLLEGE AT JACKSONVILLE
210 NORTH MAIN STREET
JACKSONVILLE, FLORIDA 32202
DR. BENJAMIN R. WYGAL, PRESIDENT
(904) 358-1812

Florida Junior College at Jacksonville (FJC) is a two-year, multicampus, publicly supported community college located in the international seaport city of Jacksonville, Florida. It is a comprehensive, community-based institution working with the international community to determine educational programs.

The College annually serves more than 70,000 students in various educational activities. Students may enroll in the Associate in Arts Degree program, designed to transfer to senior institutions for a four-year degree, the Associate in

Florida Junior College at Jacksonville

Science Degree program with over 25 specializations, 16 Associate in Applied Science Degree programs, or the non-college credit Certificate programs with over 65 areas of study in occupational areas.

Florida Junior College is designated by the State of Florida to provide all postsecondary and adult technical and vocational education for residents in its service area who desire preparatory or supplemental instruction for employment. Also located in the Greater Jacksonville area are the University of North Florida, Jacksonville University, Jones College, and Edward Waters College where students may complete their Baccalaureate Degree.

Today, as for several years in the past, Florida Junior College is planning and developing programs which focus on the international exchange of people, ideas, and resources. The focus includes programs which provide for the exchange of faculty, students, staff, and administrators. The College also has institutional resource programs which allow it to provide assistance to institutions interested in its programs, organizational procedures, and staff development. Assisting other institutions in seeking positive solutions to their problems is one of FJC's major interests and activities.

KIRKWOOD COMMUNITY COLLEGE
POST OFFICE BOX 2068
CEDAR RAPIDS, IOWA 52406
DR. BILL F. STEWART, SUPERINTENDENT/PRESIDENT
(319) 398-5411

Kirkwood Community College of Cedar Rapids, Iowa is a comprehensive two-year institution which has distinguished itself for innovative instructional approaches.

These approaches include use of video and audio technology to provide long-distance learning as well as competency-based, self-paced learning. Of great interest and potential is a new Kirkwood Tele-communications System involving interactive microwave television instruction in which each of a number of sites in Kirkwood's seven county districts may receive or transmit classes. This system which includes classes offered on cable television will make education even more accessible to people of all ages.

Kirkwood serves an urban-rural, seven-county district in East Central Iowa with a population of 330,000 people. The area has been termed the breadbasket of the world and includes a mixture of industry and agriculture in a generally well-balanced and stable economic situation.

The College began in 1966 with 199 students. As many as 13,000 students are now enrolled in vocational-technical, arts and sciences, and adult education programs in a single term.

Kirkwood, like other community colleges, has a whole new outlook and approach to education. The philosophical emphasis is on identifying and meeting the needs of people in the community served by the College. That is to say, Kirkwood plans its curriculum around people, their needs and interests, and the needs of their communities. The programs and services offered by Kirkwood, therefore, are in response to requests by area business, industry, agricultural interests, public agencies, individuals, and organizations. Currently, Kirkwood offers some 65 vocational-technical programs, 32 college-parallel programs providing the first two years of college, 8 college-parallel career-oriented programs, and a broad offering of adult education programs including basic education, high school completion, part-time vocational and in-plant training classes, and general interest courses. Added to these programs are a broad range of student services and community services.

Kirkwood has been interested and involved in international education for a long time. Approximately 110 students from 19 countries were enrolled during the 1979-80 academic year. Kirkwood students participated in study abroad programs in Europe and at the University of Konstanz in Konstanz, West Germany. The College is actively participating in bilateral agreements established by The Cooperative with the Republic of China and Suriname. Sister-College agreements have been established with Taiwan Provincial Pingtung Teachers College and Ming Chuan College in the Republic of China. Kirkwood looks forward to further opportunities for educational and cultural enrichment through faculty and student exchanges as well as the sharing of technical expertise.

PASADENA CITY COLLEGE
1570 EAST COLORADO BOULEVARD
PASADENA, CALIFORNIA 91106
DR. RICHARD S. MEYERS, SUPERINTENDENT/PRESIDENT
(213) 578-7123

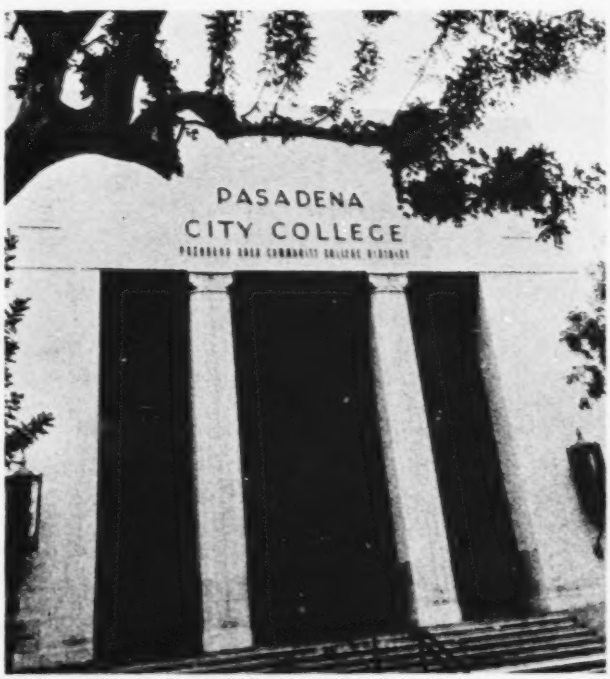
Pasadena City College (PCC) was founded in 1924 and was among the first two-year colleges established in the nation. Through its tuition-free program, PCC offers higher education opportunities within the financial and geographic reach of all its citizens.

As a two-year school, Pasadena City College serves to supplement and strengthen the programs of four-year institutions and advanced professional schools. Currently, PCC has an enrollment of 28,404 day and evening students and offers 70 occupational curricula and 61 transfer curricula.

Always on the educational fore, PCC has long been identified culturally and educationally with international affairs. An academic focus on world area and ethnic studies is presented to students through courses such as anthropology, art, history, language, music, philosophy, and religion. Studies on Africa, Asia, Europe, and Latin America are available. Ethnic studies include courses in American Indian, Asian-American, Chicano, and Pan-African cultures. The College also offers instruction in 11 foreign languages.

College trustees have recognized that provision of an adequate program for international students on campus makes a significant contribution to the education of American students at the College and to the promotion of international understanding in the community and throughout the world.

For over 25 years PCC has led a large and dynamic foreign student program and has become known worldwide for its outstanding service to international students. The foreign student population on campus is composed of some 425 students from 65 countries, and is one of the largest in any community college.



Pasadena City College, Pasadena, California

Among services offered to these students are classes in English as a Second Language (including an introduction to life in the United States); a full-time foreign student office; a large and active international club; a wide range of community activities including local and out-of-town trips and tours; and, the services of the College's Community Liaison Center to assist them in securing housing with American families or in rooms or apartments. At present, more than 100 foreign students are living with American families.

The College has 16 student organizations which are international in nature. Clubs open to students include Alliance Francaise, Armenian Club, Asian American Student Union, Chinese Club, Fillipiniana Club, German Club, Indonesian Association, Iranian Club, International-African Club, International Club, Japanese Club, Korean Club, MECHA, and Vietnamese Club.

The College's Community Liaison Center serves foreign students and Americans abroad and contains one of the area's most comprehensive reference libraries on study, work, and travel in other countries. The Center offers consulting services to any member of the community traveling abroad for work, study, or pleasure and assists foreign students on campus in adjusting to their new environment.

Since the inception of the Federal Government's Fulbright-Hays grant program, PCC has had a number of faculty members selected to participate. Two PCC professors have received Fulbright-Hays grants for the 1980-81 academic year and will travel to Denmark and England on teaching assignments. One of the Fulbright-Hays grants is a Mutual Educational Exchange Program where the faculty member and his counterpart will exchange teaching posts.

PCC will also participate in the first teacher exchange program with one of two sister colleges in Taiwan. Through contracts established via The Cooperative, PCC established sister college relationships between Shih Chien College and Taichung Institute of Commerce in Taiwan. Next year, a PCC Business Department faculty member will exchange teaching positions with an instructor at Shih Chien College.

As a Southern California college located in the hub of commercial and cultural activity, PCC acts as host to many international visitors. Over the years, the College has welcomed visitors from India, Japan, Taiwan, Austria, the United Arab Republic, and England.

Maintaining its international posture, the College's public radio station, which has a cumulative listening audience rating of 23,000 per week, broadcasts a number of programs featuring an international and intercultural perspective. These programs include "Atlantic Dateline," featuring a European perspective on U.S. issues; "Communique," reporting foreign department news; and, "All Things Considered," the College's own Peabody Award winning news magazine.

SEATTLE COMMUNITY COLLEGE DISTRICT
401 QUEEN ANNE AVENUE, NORTH
SEATTLE, WASHINGTON 98109
DR. JOHN W. CASEY, CHANCELLOR
(206) 587-3872

Seattle Community College District is comprised of three campuses with a student enrollment of over 28,000 students. The Colleges are strategically located in the north, central, and south part of the city, providing an open door, two-year comprehensive program of education and training beyond the high school level within commuting distance of every citizen in the Greater Seattle area.

The Colleges closely relate their offerings to the constantly changing economic and employment realities in the community which they serve. The Colleges also serve the community through a broad variety of credit and non-credit courses available day and evening. These courses may or may not lead to a degree; however, they encourage area residents of all ages to pursue careers and self-development.

Also in keeping with their mission, the Colleges provide a broad scope of public seminars, library services, media services, and specialized programs relating to culture, citizenship, legal, business, and industrial interests in the community. Seattle's geographical location makes it a natural for trade and cultural exchange with the Pacific Rim Nations. The emergence of internationalism has prompted the Colleges to develop an array of courses to give citizens as broad a coverage of international education as possible.

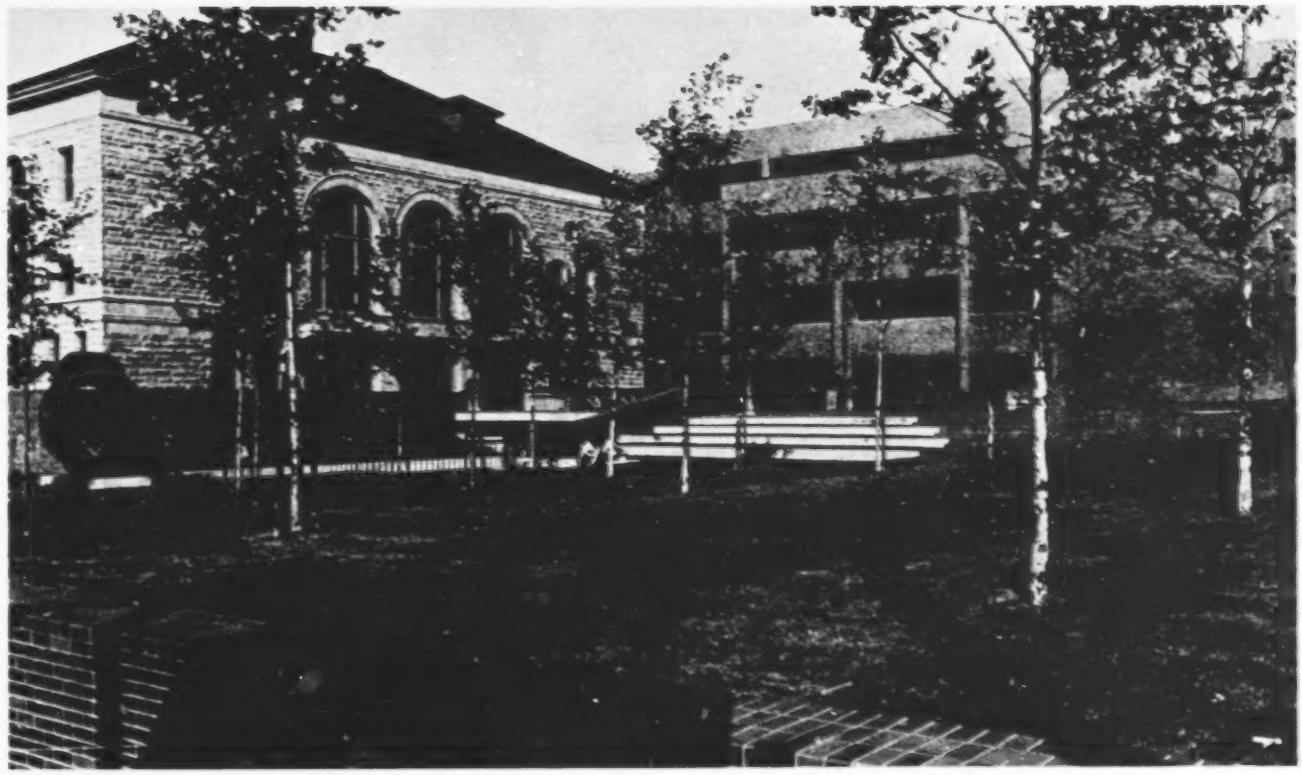
You will find in the curricula 18 courses in Anthropology that cover the major world cultures, with special emphasis on North American Indians and Indians of the Pacific Northwest. In addition, four art courses are offered, including history of art in the various cultures of the world. There are two courses in Asian Studies. And, in our Business Department, there is a course in International Banking that will provide students with an understanding of emerging nations and help them in their dealing commercially in a major port city.

Foreign Languages – there are nine classes in Chinese, conveying the language, literature, and cultures of the Chinese people. Languages such as Cantonese and Mandarin are included in this category. There are 14 classes in French, starting with elementary through intermediate courses. These students are taught reading as well as Conversational French. There are 14 classes in German, including Intermediate and Advanced German. These classes also help the students broaden their knowledge of the culture and literature of the German speaking people.

There are three classes in first-year Japanese that convey the literature and culture of the Japanese speaking people. Six classes in Spanish cover reading and conversation.

Twenty-four of our English classes have been developed to help expand the student's knowledge of the cultures of other countries. Covered in depth are the British writers, Asian literature, Chinese poetry and drama, literature of the emerging nations in the third world, Chicano literature, and literature of the Western World. Sixteen of our geography courses are geared to expand the student's knowledge of the geography of the world, including geography of Africa, Asia, and Middle East, Japan, and Southeast Asia.

There are four classes in geology: physical, human, environmental, and the study of the earth as a whole to help students



Seattle Central Community College, Seattle, Washington

have a broader knowledge of the existing world. We have forty-five courses in history that cover most of the major countries of the world with special emphasis on "third world" countries. We have four courses in music including Introduction to Music, Music History before 1600, Music History from 1600 to 1830, and History of Music from 1830 to the present.

We have a survey course in Oceanography. We feel that because the ocean is one of the linkages between most of the countries of the world, that the ocean plays an important role in the future. One course describes the ocean in terms of physical, chemical, geological, and biological processes, as well as influences on humans living on the sea's borders.

We have three major philosophy courses: Chinese Philosophy, Philosophy, and Religion of Other Countries. Political Science courses cover comparative political systems, international relations, international organizations, the government and politics of the Soviet Union, and the government and politics of China. The students are encouraged to take a field trip to Europe in one of the courses offered in this political science group.

In our science area, we have two courses we feel are very pertinent to international education; one is "Life in the Universe." The other, "History of Science," covers every nation that has had some contribution to scientific knowledge. In our social sciences we offer the course, Introduction to International Trade, which includes field trips.

The Colleges also offer a number of community service classes that provide courses of interest to the public we serve. Among these are courses in Hungarian and Asian, and Introduction to Asian Religion, Conversational Hebrew, Conversational Swahili, Conversational French, Introduction to Spoken Japanese, Conversational Swedish and Italian, as well as Conversational Serbo and Croatian.

The courses depicted here are a reflection of current needs and demands. District 6 will continue to the best of its ability to meet the future needs of the constituency it serves.

WAUKESHA COUNTY TECHNICAL INSTITUTE
800 MAIN STREET
PEWAUKEE, WISCONSIN 53072
DR. RICHARD T. ANDERSON, DISTRICT DIRECTOR
(414) 548-5201

Waukesha County Technical Institute (WCTI), one of 16 vocational, technical, and adult education postsecondary schools in Wisconsin, is located on a 180-acre campus at Pewaukee, Wisconsin, on the western edge of the Greater Milwaukee Metropolitan area. The WCTI District encompasses urban, suburban, and rural areas, serving a population of over 300,000 in one of the fastest growing regions in the state.

Since 1972, WCTI has enrolled over 100,000 students ranging in age from 16 to 101. A majority of these students live and work within the district served by the Institute. Currently WCTI serves approximately 32,000 students with an operating budget of $15 million.

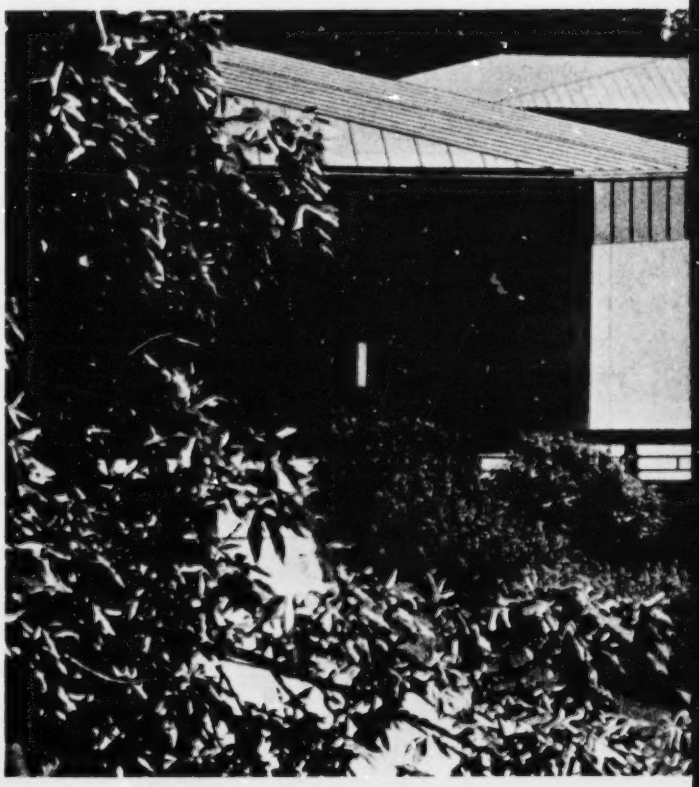
Educational activities are held in six modern buildings on the main campus at Pewaukee and in outreach centers located in Waukesha, New Berlin, Oconomowoc, and Menomonee Falls.

The Institute offers Associate Degree programs in 19 areas of concentration, Vocational Diploma programs in 24 areas, and Apprenticeship programs in 9 areas. In addition, a broad offering of inservice and continuing education courses are provided to respond to the diverse educational needs of the population served by WCTI. These educational programs are supported by services designed to provide assistance to the student in academic achievement, career selection, preparation, and placement.

Supportive services in conjunction with particular courses of study are planned to implement the goals of the WCTI district:

1. To provide guidance and counseling to assist individuals in self-evaluation and attainment of their maximum potential.
2. To provide educational opportunities for individuals to prepare for initial job entry, update their skills, prepare for job advancement, prepare for new occupations, and to assist them in finding jobs for which they have been trained.
3. To provide educational opportunities which assist the individual in community living and responsible community action.
4. To provide educational opportunities for individuals to develop disciplined intellectual competency and an awareness of our varied culture.
5. To provide programs, facilities, leadership, or any other educational or cultural service which may be desired by the community.

In addition to offering programs for general student population, WCTI has a tradition of responding to students with particular needs. One such population is women, who since 1976, have been served at WCTI through its Women's Development Center. Since its inception, the Center has served over 2,000 clients with counseling, advocacy, career-planning, and other services important to women returning to school. Handicapped persons represent another population of students at WCTI with particular needs necessitating special programs and services in order to take advantage of the opportunities available to them. In addition WCTI offers extensive language training to Indo-Chinese and Hispanic persons located in the immediate area served by the school. In order to provide effective and sensitive responses to the special needs which students present, and to coordinate the responses already offered by various departments and service providers within WCTI, a Special Needs Department has been established. Other groups receiving special attention are the aging, minorities, non-English speaking, learning disabled, and foreign students.



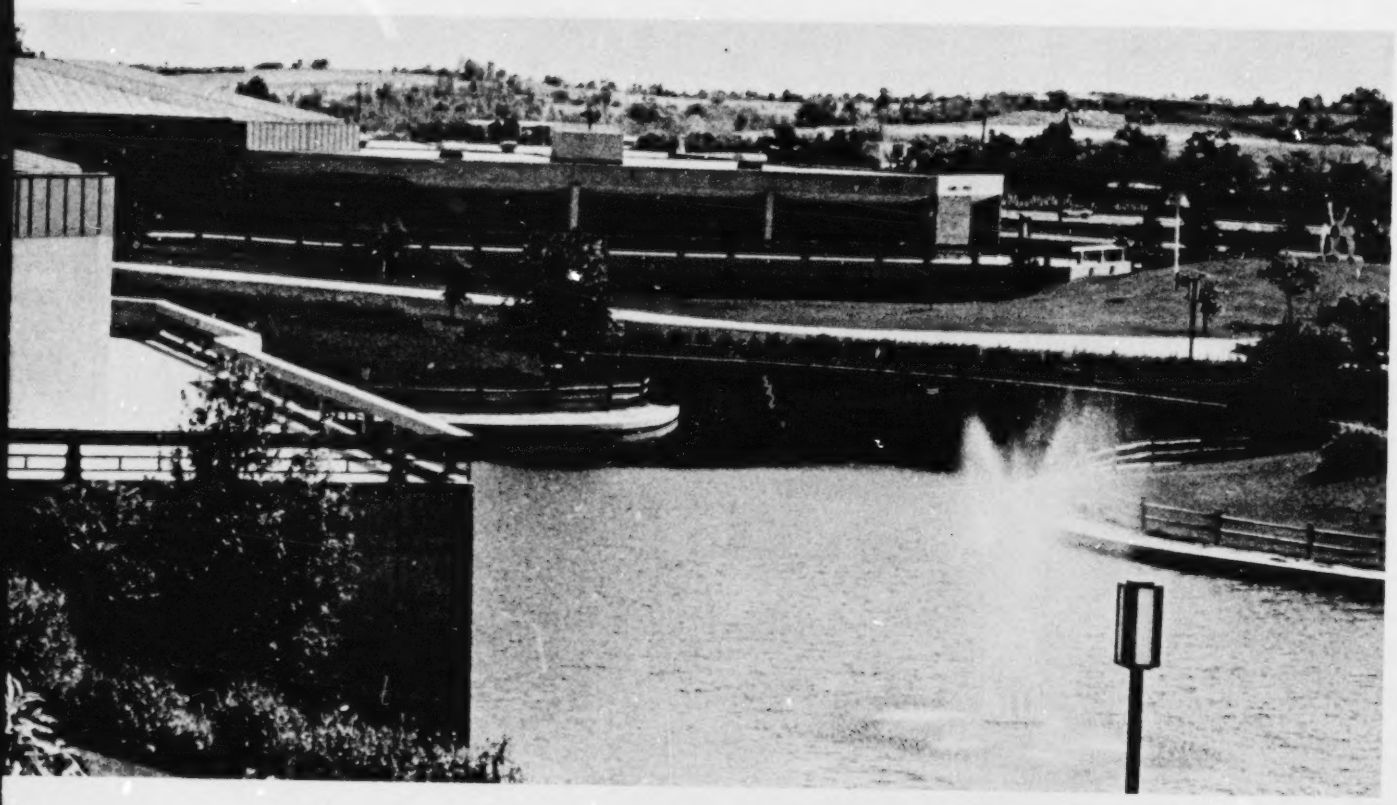
Waukesha County Technical Institute, Pewaukee, Wisconsin

WCTI has been designated a field-test site for the Women's Outreach Project for adult women entering nontraditional training and employment programs. The Institute received a cost reduction incentive award from the National Association of College and University Business Officers and hosts a number of special programs funded by various governmental and private sources.

The Institute is committed to provide training that assures the availability of a highly skilled workforce that spans the occupational spectrum from accounting to welding as well as vast opportunities to upgrade present workforce personnel through continuing education. Working relationships with individual students, the local community, area businesses and industries, and the international community assure the public that our training reflects the latest state of the art in the vocational/technical field.

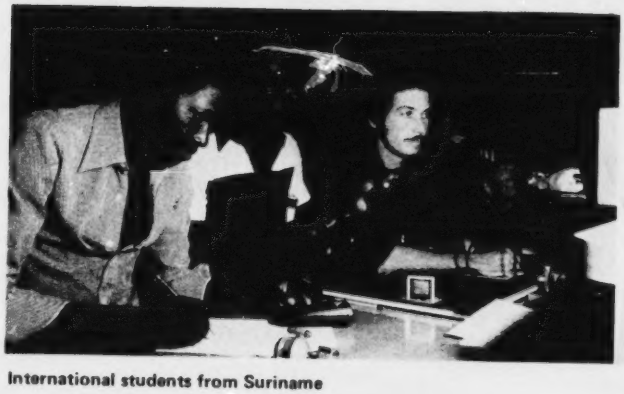
THEIR LOCATION

Cooperative colleges are geographically dispersed throughout the United States and represent the broad spectrum of community college education in America. Each institution is unique in that it reflects the needs of its region and local service area. Because of this diversity, Cooperative colleges are able to offer interested countries a wide range of technical assistance and training.



PROGRAMS OF STUDY

Students studying at any of The Cooperative colleges may earn an Associate in Arts (A.A.) Degree, an Associate in Science (A.S.) Degree, or a Vocational Certificate. The A.A. and A.S. Degrees are two-year programs and the Vocational Certificate, one year or less. The A.A. Degree is a college transfer program and thus is equivalent to the first two years of a Baccalaureate Degree. The A.S. Degree is designed to give a student a marketable skill in two years and is not designed to be a transfer program. The Vocational Certificate program provides students with needed skills in a short period of time.



International students from Suriname

Ambassador Ousman Sallah from The Gambia tours BCC

TABLE I
ASSOCIATE IN SCIENCE PROGRAMS
(two-year occupational programs)

	Brevard	Bunker Hill	Delaware	Florence-Darlington	F.J.C. at Jacksonville	Kirkwood	Pasadena	Seattle	Waukesha	
Accounting Technology	X		X	X	X	X	X	X	X	
Advertising Design/Advertising Art							X	X		
Aeronautical Science Technology/Aviation			X	X			X	X		
Agri-Business Technology			X			X				
Agriculture Mechanics						X				
Agronomy Technology/Agriculture Production				X		X				
Air Conditioning Engineering Technology	X						X	X		
Air Traffic Management					X					
Aircraft Maintenance Technician				X				X		
Animal Health						X				
Apparel Arts							X	X		
Architectural/Engineering Design Technology			X		X					
Automotive Technology			X		X	X	X	X		
Banking/Finance	X		X	X	X		X	X		
Biomedical Equipment Technology	X									
Building Science Technology			X				X	X		
Business Management	X	X	X		X		X	X		
Cabinetmaking and Millworking/Carpentry								X		
Ceramics/Crafts							X			
Chemical Technology	X		X							
Child Care Services	X				X		X	X	X	
Civil Engineering Technology			X	X	X		X	X		
Computer Programming	X	X				X				
Construction Inspection							X			
Corrections			X		X					
Cosmetology							X			
Criminal Justice	X	X	X	X			X			
Data Processing			X	X	X		X	X	X	
Dental Assistant			X		X		X			
Dental Hygiene			X	X	X		X			
Dental Laboratory Technology							X	X		
Dental Management						X				
Dentistry (Preventive)						X				

TABLE I, Continued.
ASSOCIATE IN SCIENCE PROGRAMS
(two-year occupational programs)

	Brevard	Bunker Hill	Delaware	Florence-Darlington	F.J.C. at Jacksonville	Kirkwood	Pasadena	Seattle	Waukesha	
Drafting *(or appropriate career Associate Degree)*								X	X	
Educational Technology	X							X	X	
Electrical Engineering Technology	X			X				X		
Electroencephalographic Technologist							X			
Electromechanical Technology	X								X	
Electronic Engineering Technology	X			X	X	X	X			
Electronics Technology				X				X	X	X
Emergency Medical Technology						X				
Engineering Drafting Technology	X			X		X				
Engineering Graphics Technology					X					
Engineering Technology (General)	X			X	X					
Environmental Control Engineering Technology	X									
Fashion Merchandising	X				X	X	X	X		X
Fire Science Technology	X	X		X		X		X	X	X
Flight Attendant								X		
Forestry (Technical)								X		
Food Service Technology	X	X		X		X	X	X	X	
Food Store Management							X			X
Funeral Service					X					
Handicapped Services Technology								X		
Home Furnishings/Interior Design							X	X		
Horse Husbandry							X			
Horticulture/Natural Resources/Landscape							X		X	
Hotel/Motel/Hospitality Management	X	X		X		X			X	
Human Service Technology	X	X		X	X				X	
Industrial Engineering Technology				X						X
Industrial Laboratory Technology				X						
Industrial Maintenance Mechanic										X
Industrial Photography Technology	X									
Industrial Safety Technician										X
Industrial Supervision & Management	X				X			X	X	
Insurance		X				X			X	X
Interpreter Training									X	

TABLE I, Continued.
ASSOCIATE IN SCIENCE PROGRAMS
(two-year occupational programs)

	Brevard	Bunker Hill	Delaware	Florence-Darlington	F.J.C. at Jacksonville	Kirkwood	Pasadena	Seattle	Waukesha	
Journalism Technology				X				X		
Laser Technology *(or appropriate career Associate Degree)*								X		
Law Enforcement Administration	X			X	X	X			X	
Legal Assistant				X		X		X		
Machine Tool/Shop Technology					X			X	X	
Management Development				X			X		X	X
Marketing (Business Administration)					X	X		X		X
Mechanical Engineering Technology/Mechanical Design	X			X		X	X		X	X
Media Technology			X							
Medical Assisting							X		X	
Medical Lab Technology	X			X	X	X				
Medical Office Assistant Technology				X					X	
Medical Record Technician							X			
Motorcycle Mechanics								X		
Music								X		
Nuclear Engineering Technology					X					
Nuclear Medicine Technology			X	X						
Nursing (R.N.)	X		X	X	X	X	X	X	X	X
Nursing Home Administration								X		
Occupational Therapy Assistant							X			
Orthopaedic Physicians Assistant							X			
Pharmacy Assistant									X	
Photogrammetric Technology								X		
Photography								X	X	
Plastics Technology				X						
Police Science				X						X
Postal Service Management						X				
Printing/Graphic Arts						X			X	
Product Design								X		
Purchasing and Contracting								X		
Quality Control and Reliability	X								X	
Radiologic Technology	X		X		X	X		X		
Real Estate	X		X			X		X	X	X

TABLE I, Continued.
ASSOCIATE IN SCIENCE PROGRAMS
(two-year occupational programs)

	Brevard	Bunker Hill	Delaware	Florence-Darlington	F.J.C. at Jacksonville	Kirkwood	Pasadena	Seattle	Waukesha	
Recreation Assisting								X	X	
Respiratory Therapy Technology				X	X	X	X			
Safety/Loss Prevention Management Technology *(or appropriate career Associate Degree)*		X		X						
Secretarial Technology/Office Education		X	X	X		X	X	X	X	X
Sheet Metal Practice									X	
Solar Technology		X								
Speech Correction Aide								X		
Studio Arts								X		
Tax Studies								X		
Technical Writing		X								
Telecommunications								X		
Theater Arts (Acting & Technology)								X		
Transportation Management Technology				X	X	X				
Travel Agency Operation								X		
Vocational-Technical Education					X					
Welding								X	X	
X-Ray Engineering Technology						X				

TABLE II
ASSOCIATE IN ARTS PROGRAMS
(two-year college transfer programs)

	Brevard	Bunker Hill	Delaware	Florence-Darlington	F.J.C. at Jacksonville	Kirkwood	Pasadena	Seattle	Waukesha	
Agriculture Studies							X			
Anthropology							X	X		
Architecture								X		
Art		X					X	X		
Biochemistry/Biophysics							X			
Biology		X					X	X		
Building Construction		X								
Business Administration							X	X		
Business Education		X						X		

TABLE II, Continued.
ASSOCIATE IN ARTS PROGRAMS
(two-year college transfer programs)

	Brevard	Bunker Hill	Delaware	Florence-Darlington	F.J.C. at Jacksonville	Kirkwood	Pasadena	Seattle	Waukesha	
Chemistry	X					X	X			
Chicano/Latin American Studies							X			
Child Development							X			
(Pre) Chiropractic	X						X			
Computer Sciences *(or appropriate career Associate Degree)*							X			
Criminal Justice	X					X	X			
Dental Hygiene							X			
(Pre) Dentistry						X	X			
Drama/Theater Arts	X						X			
Economics						X	X			
(Pre) Engineering	X					X	X			
English	X					X	X			
Environmental Sciences						X				
Foreign Language	X					X	X			
(Pre) Forestry	X					X	X			
General AA Degree (Liberal Arts)	X	X			X	X	X	X		
Geography							X			
Geology and Geophysics							X			
Gerontology							X			
History						X	X			
Home Economics	X						X			
Industrial Arts Teaching							X			
International/Intercultural/Ethnic Studies	X						X			
Journalism	X					X	X			
(Pre) Law	X					X	X			
Librarianship							X			
Manufacturing						X				
Marketing and Distribution						X				
Mathematics/Astronomy	X					X	X			
Medical Technology	X					X	X			
(Pre) Medicine	X					X	X			
Music	X					X	X			
Music Therapy							X			

TABLE II, Continued.
ASSOCIATE IN ARTS PROGRAMS
(two-year college transfer programs)

	Brevard	Bunker Hill	Delaware	Florence-Darlington	F.J.C. at Jacksonville	Kirkwood	Pasadena	Seattle	Waukesha	
(Pre) Nursing (transfer)	X					X	X			
Occupational Therapy	X						X			
Oceanography							X			
(Pre) Optometry	X						X			
Pan-African Studies							X			
(Pre) Pharmacy *(or appropriate career Associate Degree)*	X					X	X			
Philosophy							X			
Physical Education	X					X	X			
Physical Therapy	X					X	X			
Physics	X						X			
Political Science						X	X			
Psychology	X					X	X			
Radio and Television Broadcasting						X	X			
Recreation						X	X			
Rehabilitation Counseling							X			
Religious Studies							X			
Social Science							X			
Sociology						X	X			
Spanish							X			
Speech	X					X	X			
Speech Pathology							X			
Statistics						X				
Teaching	X					X	X			
Transportation						X				
Urban Studies							X			
(Pre) Veterinary Medicine	X					X				

TABLE III
CERTIFICATE/DIPLOMA PROGRAMS
(generally one year or less)

	Brevard	Bunker Hill	Delaware	Florence-Darlington	F.J.C. at Jacksonville	Kirkwood	Pasadena	Seattle	Waukesha	
Accounting							X		X	X
Agri-Business							X			
Agriculture Mechanics							X			

TABLE III, Continued.
CERTIFICATE/DIPLOMA PROGRAMS
(generally one year or less)

	Brevard	Bunker Hill	Delaware	Florence-Darlington	F.J.C. at Jacksonville	Kirkwood	Pasadena	Seattle	Waukesha
Agriculture (Production)						X			
Air Conditioning/Refrigeration Mechanics/Climate Control	X			X					
Animal Health						X			
Auto Body *(or appropriate career Associate Degree)*						X		X	X
Automotive/Diesel Mechanics			X	X				X	X
Automotive Mechanics	X				X	X		X	X
Aviation Maintenance								X	
Bookkeeping	X		X					X	
Building Construction	X				X	X			
Cabinetmaking & Millwork	X								
Carpentry	X					X			
Central Service Assistance (hospital)									X
Child Care Services					X				X
Civil Engineering					X			X	
Clerical			X		X	X		X	X
Computer Operations					X	X			X
Computer Programming					X				
Corrections	X								
Cosmetology	X								
Data Processing Fundamentals			X						
Dental Assisting	X			X	X	X			
Dentistry (Preventive)						X			
Drafting					X	X			X
Electrical Equipment/Appliance Servicing						X			X
Electromechanical Assembly	X								
Electronics					X	X			
Emergency Medical Technology	X								
Engineering (Mechanical)					X			X	
Engineering Technology			X						
Fire Fighting/Fire Science	X				X				
Floriculture						X		X	
Food Service Technology					X	X		X	X
Graphic Arts						X			
Handicapped Aide						X			
Heavy Equipment Operation			X						

TABLE III, Continued.
CERTIFICATE/DIPLOMA PROGRAMS
(generally one year or less)

	Brevard	Bunker Hill	Delaware	Florence-Darlington	F.J.C. at Jacksonville	Kirkwood	Pasadena	Seattle	Waukesha
Home Furnishing Assistant									X
Horse Husbandry							X		
Horticulture *(or appropriate career Associate Degree)*	X						X		
Industrial Electricity	X								
Industrial Electronics	X			X					
Industrial Technician/Quality Control								X	
Instructional Assistant									X
Keypunch							X		
Law Enforcement	X				X				
Legal Assistant			X						
Machine Tools/Machinist	X						X		X
Management Development							X		
Marine Engines	X						X		
Masonry	X								X
Medical Assistant							X		
Nurse Assisting	X								
Operating Room Program							X		X
Paramedic	X								
Part Sales and Storekeeping	X								
Plastics Technology			X						
Postal Service Management					X				
Practical Nursing	X		X				X		X
Precision Sheet Metal	X								
Public Health Technician							X		
Radio and Television Repair	X								
Respiratory Therapy							X		
Small Engines	X						X		X
Stenography/Secretary	X		X		X		X	X	X
Supervision & Management								X	
Truck Driver Training			X					X	
Upholstery	X								
Water and Wastewater Technology							X		
Ward Clerk									X
Welding	X			X			X		X

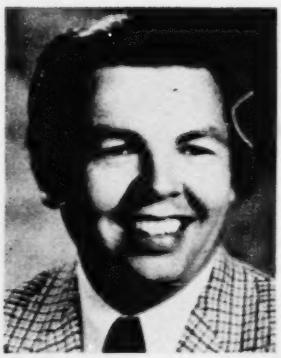
Board of Directors

The Cooperative is governed by a nine member Board of Directors.
The administrative arm of the Board is the Executive Director.

Maxwell C. King, Chairman
President, Brevard Community College

Harold E. Shively, Vice Chairman
President, Bunker Hill Community College

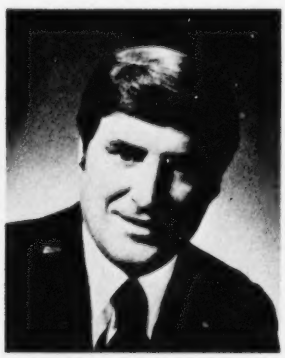
Robert L. Breuder, Executive Director
Provost, Brevard Community College



Richard T. Anderson
District Director
Waukesha County
Technical Institute

John W. Casey, Chancellor
Seattle Community
College District

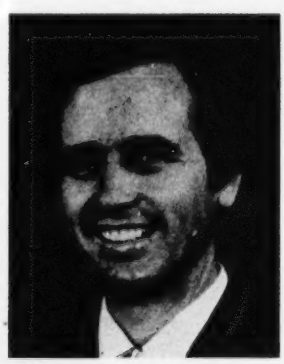
Fred C. Fore, President
Florence-Darlington
Technical College



John R. Kotula, President
Delaware Technical
and Community College

Richard S. Meyers
Superintendent/President
Pasadena City College

Bill F. Stewart
Superintendent/President
Kirkwood Community College



Benjamin R. Wygal
President, Florida Junior
College at Jacksonville

* 1 – SEATTLE COMMUNITY COLLEGE DISTRICT
Seattle, Washington

* 2 – PASADENA CITY COLLEGE
Pasadena, California

* 3 – KIRKWOOD COMMUNITY COLLEGE
Cedar Rapids, Iowa

* 4 – WAUKESHA COUNTY TECHNICAL INSTITUTE
Pewaukee, Wisconsin

* 5 – BUNKER HILL COMMUNITY COLLEGE
Charlestown, Massachusetts

* 6 – DELAWARE TECHNICAL & COMMUNITY COLLEGE
Dover, Delaware

* 7 – FLORENCE-DARLINGTON TECHNICAL COLLEGE
Florence, South Carolina

* 8 – FLORIDA JUNIOR COLLEGE at JACKSONVILLE
Jacksonville, Florida

* 9 – BREVARD COMMUNITY COLLEGE
Cocoa, Florida

For more information regarding the Community Colleges for International Development, Inc. please contact:

James G. Humphrys
Executive Director
c/o Brevard Community College
1519 Clearlake Road
Cocoa, Florida 32922 (USA)
(305) 632-1111, Ext. 304

ERIC Clearinghouse for Junior Colleges
8118 Math-Sciences Building
University of California
Los Angeles, California 90024

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